DOCUMENT RESUME

ED 167 966 CS 004 689

AUTHOR Eaton, JoAnne
TITLE Helpbook: Helping Energetic Learning Parents in Intermediate Grades.
INSTITUTION Franklin Area School District, Pa.
PUB DATE [78]
NOTE 43p.; For related documents, see CS 004 687-690

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Childrens Books; Economically Disadvantaged; Intermediate Grades; *Learning Activities; Library Skills; Listening Skills; *Parent Child Relationship; *Parent Participation; Reading Comprehension; Reading Games; *Reading Improvement; *Reading Skills; Self Concept; Vocabulary Development; Word Lists

ABSTRACT

One of a series of four guides developed for use by parents of children enrolled in a Title I reading improvement program, this booklet provides learning activities and suggestions for improving the reading abilities and skills of children in the intermediate grades. The areas covered include helping the child build self-confidence, the library, children's books, survival vocabulary, listening activities, the importance of reading, word lists, comprehension activities, health and reading, travel games, and suggested gifts for children. (FL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED167966

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CLARION MANOR INTERMEDIATE UNIT VI

TITLE I

HELPBOOK

Helping Energetic Learning Parents

in

Intermediate Grades

Edgar L. Lawton, Executive Director

Dr. Don Means, Director of Instructional Services

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Franklin Area School District

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

CS 004 689

INTERMEDIATE HELPBOOK

Author: JoAnne Eaton
Title I Reading Specialist
Victory School
Franklin Area School District

Consultant: Mary Peterson
Title I Director
Franklin Area School District

Illustrator: Christine Davis
Secondary and Elementary Art
Franklin Area School District

District PAC Consultant: Mrs. Evelyn Brown
Chairperson

District PAC Consultant: Mrs. Marlene Cathcart
Vice Chairperson

District PAC Consultant: Mrs. Verla Meals
Secretary

District PAC Consultant: Mrs. Peg Baker
Building Representative

TABLE OF CONTENTS

Forward

Preface

Introduction 1

Books 2

Help Your Child Build Self Confidence . . . 3

Help Your Child Value Reading. 4

Library Card 5

The Library 6

Suggest List of Books and Classics 7

Help Your Child Realize Reading Is a Need. .10
for Survival

Survival Vocabulary 11

Help Your Child with Reading 16

Listening Activities 17

Vocabulary Activities 19

Helping Your Child Understand the 27
Importance of Reading

Kucera-Francis Sight Word List 28

Comprehension Activities 31

Help Your Child Know That Health Affects . .33
Reading

Travel Games 34

Suggested List of Gifts 36

Forward

Title I is part of a law passed by Congress to provide federal money to school districts with all or some of their buildings eligible because they meet certain economic requirements. The amount of money the school district receives is decided by the number of children from low income families who live there.

Any child in a building that qualifies can be served if the child meets the federal guidelines for his/her grade. The help the children receive from the Title I reading specialists must be extra help. He must continue to get the regular program the school provides all children.

The Congress of the United States mandated that Parent Advisory Councils be formed in every district receiving Title I money. The reason is to insure that the parents would have input into the program's planning and implementation.

Preface

"Reading is Fundamental", a slogan used by the federal government to stress the importance of reading, is certainly true. If your child can read as he matures into an adult, he will be able to choose and have success in many areas. If your child cannot read, his choices will be narrow and his failures will be many.

I am confident that you want the very best for your children. In the area of reading, you, as parents, can provide the very best for your children. By following the suggestions in these booklets, being interested in reading yourself, and being interested in your child's reading, you will show that you care enough to do the very best.

Working together your child's reading abilities and skills will improve.

Dr. Bob W. Morris, Supt.
Franklin Area Schools

INTRODUCTION

In the intermediate grades (4th, 5th and 6th) your child is exposed to more extensive and comprehensive reading. In addition to story books and textbooks, he will be reading from reference books, newspapers, magazines, catalogs and anything with printed material on it.

At this time your child will be continuing the development of skills in all the language arts. Success in reading depends upon expression in writing and speaking and concentration in listening.

A new skill at this age will be learning how to study. With the HELP from home and a quiet place to study, your child should form good habits.

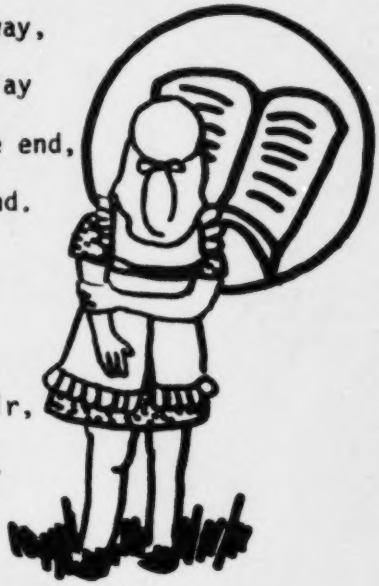
The basis for all learning is good health. "A Healthy Child is a Happy Child".

With the help of teacher and parent your child can learn to love the world of books and discover how they unlock the doors to the knowledge of the world around him. "Reading Books is the Key to Success".

BOOKS

What worlds of wonder are our books!
As one opens them and looks,
New ideas and people rise
In our fancies and our eyes.

The room we sit in melts away,
And we find ourselves at play
With someone who before the end,
May become our chosen friend.



Or we sail along the page
To some other land or age.
Here's our body in the chair,
But our mind is over there.

Each book is a magic box
Which with a touch a child unlocks.
In between their outside covers
Books hold all things for their lovers.

by Eleanor Farjeon

Help Your Child Build Self Confidence

A. Do enjoy and listen to your child by sharing your time.

B. Do take your child places - experience is the best teacher.

C. Do talk to your child about his/her interests.

D. Do give your child a chance to initiate conversation on suitable occasions.

E. Do give your child chores to do around the house to develop responsibility.

F. Do praise and reward your child when he does work willingly.

G. Do discipline your child when necessary without nagging or criticizing.

H. Do be patient and try to understand troubles or problems.

I. Do display confidence that your child will learn in school.

J. Do make mealtime meaningful - a time to share events of the day and have friendly debates.

Help Your Child Value Reading

A. Do praise your child's reading and encourage reading.

B. Do read to your child - no one is ever too old to be read to.

C. Do read yourself - children pattern themselves after parents.

D. Do take your child to the library.

E. Do give your child books he will enjoy as gifts - pets, sports, adventure.

F. Do encourage your child to join book clubs and reading programs.

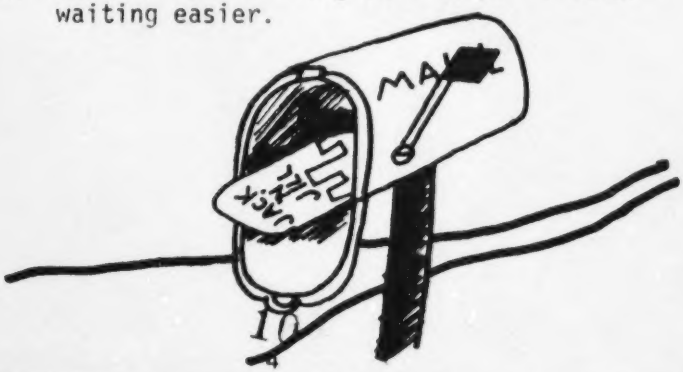
G. Do intrigue your child with a magazine subscription - receiving mail is fun.

H. Do select books your child can read - five finger method is "when a child misses five words on a page it is too difficult".

I. Do provide a variety of reading materials in your home - encyclopedias, atlas, almanac.

J. Do not use reading as a punishment.

K. Do take a book along on a trip; it makes waiting easier.



Library Card

A Free Gift Worth a Fortune

For your child's birthday take him to the library and register him for a library card. Show your child where the books that interest him are located, and allow him to explore the library facilities. Show him how to check out books. Take your child to the library often and encourage him to borrow books. Set aside some time during the day to share his books. While your child selects and checks out books you can do the same.

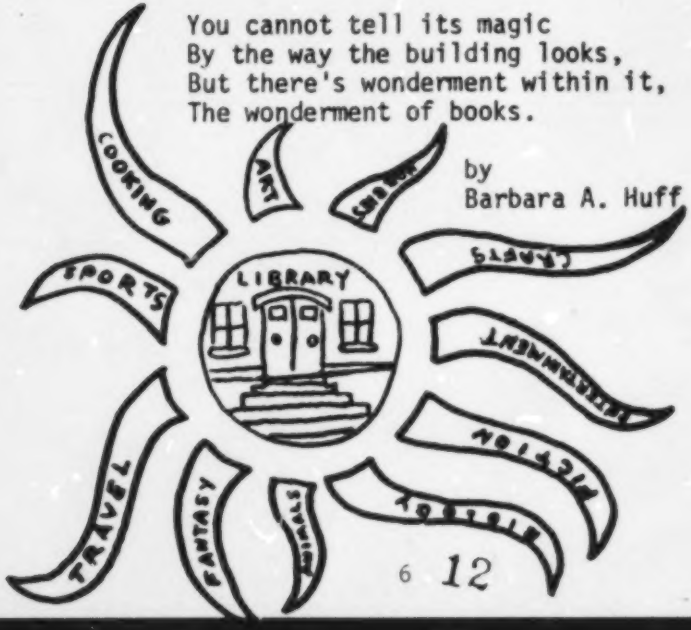
The Library

It looks like any building
When you pass it on the street,
Made of stone and glass and marble,
Made of iron and concrete.

But once inside you can ride
A camel or a train,
Visit Rome, Siam, or Nome,
Feel a hurricane,
Meet a king, learn to sing,
How to make a pie,
Go to sea, plant a tree,
Find how airplanes fly,
Train a horse, and of course
Have all the dogs you'd like,
See the moon, a sandy dune,
Or catch a whopping pike.
Everything that books can bring
You'll find inside those walls.
A world is there for you to share
When a venture calls.

You cannot tell its magic
By the way the building looks,
But there's wonderment within it,
The wonderment of books.

by
Barbara A. Huff



The following books have proven to be popular among children at the intermediate grade level.

Suggested List of Books and Classics *

* Alcott, Louisa May	Little Women
* Anderson, Hans C.	Anderson's Fairy Tales
Alexander, Lloyd	The King's Fountain
Atwater, R. & F	Mr. Popper's Penguins
* Baum, L. Frank	Wizard of Oz
Bond, Michael	A Bear Called Paddington
Bowden, Nina	Witches Daughter
Brink, Carol	Caddie Woodlawn
Burch, Robert	Queenie Peavy
Burnett, Frances	The Secret Garden
Burnford, Sheila	The Incredible Journey
Butterworth, O.	The Enormous Egg
Byars, Betty	The Summer of the Swans
* Carroll, Lewis	Alice in Wonderland
* Cather, Wilma	My Antonia
Cleary, Beverly	Henry Huggins
Coatsworth, E.	The Cat Who Went to Heaven
Daigliesh, Alice	Courage of Sarah Noble
D'Aulaire, I. & E.	Bears on Hemlock Mountain
DeAngeli, M.	The Door in the Wall
* DeFoe, Daniel	Robinson Crusoe

*	DeSaint, Exupery, A.	The Little Prince
	Estes, Eleanor	The Moffats
	Forbes, Ester	Johnny Tremain
	George, Jean	My Side of the Mountain
	Henry, Marquerite	Misty of Chincoteague
*	Lainer, Sidney	King Arthur
	Lawson, Robert	Rabbit Hill
	L'Engle, Madeline	A Wrinkle in Time
	Lewis, C. S.	The Lion, the Witch and the Wardrobe
	Lindgren, Astri	Pippi Longstocking
	London, Jack	Call of the Wild
	Mason, Miriam	Young Audubon, Boy Naturalist
	McWhirter, Norris	one of the series of Childhood of Famous Americans Series
	McCloskey, Robert	Homer Price
		Guiness Book of World Records
	North, Sterling	Rascal
	Robinson, Barbara	Best Christmas Pageant Ever
*	Sewell, Anna	Black Beauty
	Snyder, Z. K.	The Velvet Room
	Spears, Elizabeth	The Witch of Blackbird Pond
*	Spyri, Johanna	Heidi

*	Stevenson, Robert	Treasure Island
	Travers, P. L.	Mary Poppins
*	Twain, Mark	Tom Sawyer & Huckleberry Finn
	White, E. B.	Charlotte's Webb
	Wilder, Laura I.	Little House in the Big Woods
*		Arabian Nights
*		Robin Hood

Help Your Child Realize Reading Is a Need for Survival

A. Do arouse interest in articles from newspapers and magazines and have your child read them.

B. Do watch TV with your child and discuss the characters, plot and outcome of the program.

C. Do encourage your child to read the TV Guide and select good programs together.

D. Do initiate activities that require reading directions - cooking, games, assembling toys.

E. Do encourage your child to make lists for shopping, packing for trips, calendar events.

F. Do suggest your child read the map, travel guide, camping book, menus on a trip.

G. Do train your child to take messages by the telephone and use the telephone book.

H. Do show your child how to read the contents or ingredients on a package before purchase.

I. Do teach your child how to read a catalog or sales ad before ordering.

Your child sees signs all of the time. It is important that he can read them so he can understand their function and purpose. He will encounter signs on the road, in town, and in public buildings and out of doors.

Accountant
Admitted
Adults Only
Ambulance
Annual
Antidote
Apartment
Arrival
Ask Attendant for Key
Balance
Beware of Dog
Bridge Out
Budget
Business
Bus Stop
Cashier
Catalog
Caution
Citizen

Close
Combustible
Condemned
Construction Zone
Contaminated
Currency
Curve
Customer
Danger
Dates of Attendance
Dead End
Deep Water
Deer Crossing
Dentist
Departure
Deposit
Detour
Dim Lights
Diploma

Survival Vocabulary

Directions
Discharged
Doctor
Don't Walk
Do Not Block Driveway
Do Not Enter
Do Not Handle
Do Not Use Near Heat
Drifting Sand
Drive Slow
Duties and Responsibilities
Education
Elevator
End Construction
Emergency
Employees Only
Employer
Employment
Entrance
Exit
Explosives
Falling Rocks
Fallout Shelter
Fine
Fire Arms
Fire Escape
Fire Extinguisher
First Aid
Flammable
Flooded
Former Position
Four Way Stop
Fragile
Freeway
Garage
Gasoline
Gentlemen
Go Slow
Graduation
Grocery
Handle with Care
Hands Off
Help
High Voltage
Hospital Zone
Income

Inflammable
Information
Ingredients
Inspection Station
Institution
Instructions
Insurance
Interest
Interstate Highway
Junction
Keep Away
Keep Closed
Keep Off
Keep Out
Ladies
Last Chance for Gas
Lawyer
License
Listen
Live Wires
Loading Zone
Lost and Found

Mechanic on Duty
Men Working
Merging Traffic
Next Window Please
No Admittance
No Checks Cashed
No Diving
No Dogs Allowed
No Dumping
No Fires
No Fishing
No Hunting
No Littering
No Loitering
No Minors
No Parking
No Passing
No Smoking
No Spitting
No Standing
No Stopping
No Swimming

Survival Vocabulary

No Touching
No Trespassing
No Turns
Not for Internal Use
Noxious
Nurse
Office
One Way Street
Out of Order
Pavement Ends
Pay Here
Pedestrians Prohibited
Physically Handicapped
Physician
Playground
Poisonous
Police Station
Position Preference
Post Office
Private Property
Private Road
Proceed at Your Own Risk
Public Utility
Push
Quiet
Railroad Crossing
Reference
Registration
Relationship
Relatives
Resigned
Restaurant
Restrooms
Resume Speed
Retirement
Road Closed
Road Ends
Safety First
Salary
Schedule
School Zone
Shallow Water
Shelter
Slide Area
Slippery When Wet
Slow Down

Survival Vocabulary

Social Security Number

Speed Checked by Radar

Spouse

Stairs

Steep Grade

Stop Ahead

Subway

Supervisor

Swimming Prohibited

Taxi

Telephone

Thin Ice

This End Up

Tickets

Title

Toll Gate

Truck Route

Unloading Zone

Use Low Gear

Use Other Door

Veteran

Violators Will Be Prosecuted

Walk

Wanted

Warning

Watch for Flagman

Watch Your Step

Wet Paint

Widowed

Winding Road

Withdrawal

Women

Yield

Help Your Child with Reading

A. Do praise your child's silent reading and ask questions or have him tell about it.

B. Do praise your child's oral reading with good expression and pronunciation.

C. Do tell your child troublesome words while reading.

D. Do have your child keep a card file of new words and their definitions and review.

E. Do keep a dictionary handy.

F. Do tape a short passage of your child's reading. Have him listen and read silently as it is replayed. Repeat until corrected.

G. Do encourage your child to keep a diary and write letters - when you can write you can read.

H. Do make sure your child hears what you say. Listening entails both hearing and thinking and has an effect on readin,.

I. Do make sure your child sees clearly. Eye exercises and activities requiring eye-hand coordination are good.

22

Listening Activities

Your child is listening to voices and sounds all the time. It is important that he pay close attention to everything he hears because understanding what he hears is a very important part of learning.

1. Have your child close his eyes and listen for sounds at different times - morning, day, night.

2. Have your child close his eyes and have him tell you what you're doing - running water, closing a door, typing, sharpening a pencil, writing, turning pages, etc.

3. Place things from around the house in small boxes and have your child shake each and tell what's inside such as pennies, buttons, marbles corn kernels, etc.

4. Have your child close his eyes and have him tell you where you are in a room when you say, "Where am I?"

5. Have your child close his eyes. Make sounds and ask if the sound is far away or nearby by ringing a bell, laying a book down, playing a radio. Do the same thing and have him tell you if the sound is loud or soft.

6. Describe a picture or read a descriptive paragraph. Have your child draw a picture of what he heard about.

7. Describe how to do a simple paper folding using clear directions such as a drinking cup. Notice how well the directions are followed.

8. Give your child a series of three directions and see if he can follow them in the order that you gave them.

9. Sing a song with motions where you have to do things in a certain order such as the Hokey Pokey.

10. SNAP-SNAP GAME - With a group sitting in a circle clap your hands on the ground twice, clap them together twice, snap the right thumb once and then the left thumb once saying your number first and someone else's number last. Everyone has a number before you start so the person with the number called last must be ready to call his number and someone else's when he snaps his finger.

Vocabulary Activities

Vocabulary is an important factor in determining how well your child will do in school and life. Helping your child increase his vocabulary can be done through every day experiences such as reading, traveling, cooking, watching TV etc. Talk about and explain new words that are associated with these experiences.

1. HOMONYM* CONCENTRATION - Write homonyms on index cards. Place face down all mixed up and take turns turning two cards up remembering where they are located. Turn face down again unless they match. If you get a match you have to tell what each word means and you get another turn.

2. ANTONYMS* FISH - Make a deck of cards with 26 pairs of antonyms. Deal 5 cards to each person. Remaining cards are piled in middle of table. First person asks for an antonym of the card he holds. If he receives it he gets another turn, otherwise he draws from the pile. The one with the most opposite pairs at the end wins.

3. CATEGORIES RUMMY - Make a deck of 52 cards with 13 categories. Deal 5 cards to each person. The first person draws from the pile and discards what he doesn't want. Players lay down categories as they get them and the play continues until one person gets rid of his cards.

4. SYNONYMS* OLD MAID - Make 26 pair of synonyms such as: little - small; big - large; and an Old Maid. Deal 5 cards to each player. Player picks a card out of next player's hands matching synonyms. One left with Old Maid loses.

5. WORDO BINGO - Make a card like Bingo. Write in the blank spaces sight words from the Kucera-Francis Word List that are giving your child the most difficulty. Some troublesome words have been placed in the blanks as an example. Call words out like Bingo and the child covers them as you say them. Have the child write them as a follow-up.

6. HOLIDAY WORDS - Give your child the name of a holiday and have him write as many words as he can using the letters from the name of the holiday.

* Homonym - Any of two or more words that are pronounced the same but have different meanings. (blue - blew)

Antonym - Any of two words opposite to each other in meaning. (good - bad)

Synonym - A word having the same or almost the same meaning as another word. (happy - glad)

Directions for Games

The words on the following pages have been printed up so you can easily make your own games.

The first and second page words are for Homonym Concentration; the next page for Antonym Fish; the next page for Category Rummy; the next page for Synonym Old Maid and the last for K-F Wordo Bingo.

Cut the words out and paste them on cards keeping them separated according to games and you are ready to start play.

Remember you can always add more words to each game.

bear	bare	pain	pane	sea	see
steal	steel	tail	tale	sun	son
deer	dear	horse	hoarse	pray	prey
sail	sale	soul	sole	weak	week
sore	soar	weight	wait	feat	feet

write	right	plane	plain	sent	cent
close	clothes	blue	blew	meet	meat
here	hear	piece	peace	whole	hole
hair	hare	mail	male	maid	made
through	threw	waist	waste	pail	pale

HOMONYMS

question	answer	sweet	sour	wet	dry
buy	sell	quiet	noisy	bottom	top
weak	strong	dirty	clean	hard	soft
narrow	wide	summer	winter	listen	tell
north	south	throw	catch	leave	stay

dog	cat	fish	car	train	boat
hammer	saw	pliers	apple	pear	orange
peas	carrots	beans	pencil	pen	crayon
nurse	doctor	dentist	school	Post Office	bank
Christmas	Easter	Halloween	coat	dress	hat

hurry	rush	purchase	buy	clean	neat
close	shut	build	make	answer	reply
frighten	scare	happy	glad	help	aid
begin	start	choose	pick	finish	end
collect	gather	drop	fall	discover	find

went	want	system	great	than
enough	later	during	government	through
public	while	thought	begin	untied
general	against	course	well	which
were	fact	though	Mrs.	where

WORDO BINGO

Helping Your Child Understand the Importance of Learning

A. Do find a quiet place for your child to read, study and do homework with good lighting.

B. Do try to set a regular study schedule or time to do homework with paper and pencils handy. Do make sure the TV is not on while studying.

C. Do keep in touch with the school and know what's going on and how your child is doing.

D. Do talk to your child about his school activities.

E. Do help your child with homework. Be patient, learning new things sometimes requires 15 repetitions.

F. Do be sensitive to your child's style of learning. Do not compare your child to brothers, sisters or friends.

G. Do help your child view mistakes as a basis for learning. Talk about what you've learned from your mistakes.

H. Do see that your child has good school attendance.

I. Do help your child learn the sight word list necessary for smooth reading.

Kucera-Francis Sight Word List

The following words appear in reading all the time and need to be learned and recognized instantly. Have your child read through the list and find out which words he does not know. Print them on index cards and flash them a few at a time until mastered.

a	make	are	man	was
against	me	at	more	well
an	my	be	must	went
another	not	but	new	what
away	number	came	no	who
can	one	course	now	will
come	part	day	on	with
down	said	did	other	world
even	see	do	our	after
few	such	end	out	again
find	the	enough	say	head
for	three	eyes	she	any
go	to	general	so	as
here	two	get	has	being
I	until	good	that	by
in	up	have	there	could
is	we	he	they	every
it	where	high	this	from

Kucera-Francis Sight Word List

knew	you	into	too	going
little	all	last	under	had
look	also	like	untied	something
her	think	less	would	much
him	war	life	year	never
his	were	made	yet	nothing
how	when	many	your	only
however	always	off	about	own
just	around	or	almost	people
know	asked	public	American	same
may	back	right	better	set
might	because	school	called	since
Mrs.	been	should	during	small
night	before	their	each	state
of	between	these	fact	states
old	both	those	far	still
once	didn't	though	got	thought
over	does	time	years	through
plate	don't	upon	himself	told
put	first	us	home	took
some	found	used	house	used
system	great	very	if	water

Kucera-Francis Sight Word List

take	hand	which	long	way
than	its	while	men	without
them	later	why	most	government
then	left	work	Mr.	and

Comprehension Activities

The most important goal in reading is understanding what you read or comprehension. A child can read very well orally, but still not understand what he has read. The following activities involve comprehension skills.

1. FOLLOWING DIRECTIONS - You can make up a simple "Treasure Hunt" for your child by leaving notes in different places around the house that lead to something special. The first note you hand to him. The notes use prepositions or words telling where such as: look under your bed; look on the desk; look over the china cabinet; look below your dresser; look in the refrigerator. Here he finds something special.

2. SEQUENCE - Cut up favorite comic strip pictures. Mix them up and have your child put them in the order of happening.

3. MAIN IDEA - Cut interesting pictures from the newspaper and have your child tell you what is happening or the main idea of the picture.

4. DETAILS - Ask your child to look through the newspaper for specific things such as: Who's ahead in the American League?; Who's running for governor of your state?; Who's visiting our country from Israel?

5. DRAWING CONCLUSIONS - Discuss problems that might arise around the house or elsewhere and ask your child what he would do in that situation such as: coming home to a locked house with no one home; throwing a rock through a neighbor's window by accident; observing someone break a law; starting a fire in your home by accident.

6. SUMMARIZING - Have your child tell you about a movie he saw in as few words as possible or in a few sentences.

7. CAUSE AND EFFECT - Talk about things that have happened around the house and why they happened such as: the vase in the hall broke (effect) because your brother knocked it over with an umbrella (cause). Discuss how it could have been prevented.

8. FACT AND OPINION - When your child is telling you a story about something that happened, ask him what things are facts and what are opinions.

9. INFERENCE - Read part of a short story to your child. Have him tell you how he thinks it should end. You can have him guess how a story will end on a TV program also.

10. RECALL - Fill a tray with ten small objects from the house. Let your child examine the objects for a minute. Take the tray away and have your child write down what he saw.

11. RIDDLES - Get riddles from books and see if your child can guess the answer such as: What kind of nut has a hole? What can go out but can't come in? Your child can make up riddles by thinking of words with double meaning such as: a person and bed both have a FOOT; a person and a clock both have a FACE. Figure out what one can do and the other can't do.

12. JOKES - Tell your child simple jokes. Have him repeat them to you so he can tell his friends. This is a good memory exercise.

13. ALLITERATIONS - These are sentences with words that begin with the same letter. An example is: I heard a Red Raccoon Riding a Roaring Rocket over the Roof. Your child can make up some silly, fun, tongue twisters.

Help Your Child Know That Health Affects Reading

A. Do make sure your child is in good health. Regular physical exams are important.

B. Do realize that seeing, hearing and feeling well are essentials to learning and good reading.

C. Do make sure your child gets the proper rest - he'll do better in school and work all day.

D. Do give your child a proper diet. Nutrition is as important as proper rest.

Travel Games

1. GHOST - One person says a letter. The next person says a letter thinking of a word it might begin to spell. The third person says a letter also thinking of a word. If someone doesn't think it will spell anything, he says, "I challenge you". If the person has a word in mind the challenger becomes a "G". Whoever spells the last letter in a word becomes a "G". When someone has a G-H-O-S-T he is out.

2 I SPY - One person says I spy something in the car or wherever he is using an adjective to describe it. Everyone has a turn to guess what it is. If no one guesses the first time around he adds another adjective and another until someone gets it. That person becomes the spy.

3. I'M GOING TO MARKET - Each person names a food following alphabetical order. He must repeat everything taken before him before he names his own item. Keep going until someone misses.

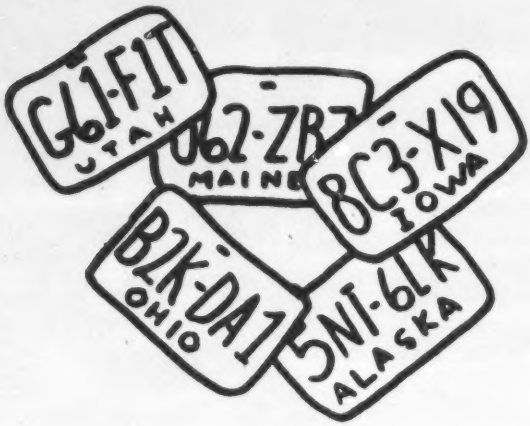
4. ANIMAL GAME - The first person names an animal such as DOG. The second person has to name an animal whose first letter begins with the last letter of the one before him such as GOAT. The next person thinks of one beginning with "T".

5. LIGHTNING - See who can think of the most nouns in 2 minutes. Each one takes their turn while someone times them and makes sure they are nouns. Each person following may use the same nouns. It is speed and accuracy that counts. You can do the same thing with verbs, adjectives or words beginning or ending with TH, SH or CH.

6. ALPHABET GAMES - 1. Have each person find letters of the alphabet in order silently on road signs, store signs, etc. until he finds all 26.
2. Have each person find objects on the road that begin with each letter in the alphabet such as Auto, Bike, Car, Dog, Elm, Fence, Gate etc.
3. Have one person find a word that begins with "A", have him pronounce it and define it. The next person does the same thing with "B", etc.

7. HINK-PINK - One person gives a definition of something that must be answered with two rhyming one syllable words that fit the definition. He might say, "What is a Happy Father?" The answer is a "Glad Dad". If it's a two syllable answer you call it HINKY PINKY such as "What is a Skinny Horse?" It's a "Bony Pony".

8. AUTO LICENSE - Have each person find car license from as many different states as he can. After so much time see who has found the most.



Suggested List of Gifts

Anagrams

Bingo

Books

Calendar for events

Camera

Child's cookbook

Crossword puzzle books

Diary

Dictionary

Embroidery materials

Encyclopedias

Erector set

Find a word puzzle book

Hobby interests

Jigsaw puzzles

Knitting materials

Lotto

Magazine subscriptions:
- Highlights
- Humpty Dumpty
- Jack and Jill
- Ranger Rick

Map games - game of the states

Models of airplanes, boats, cars, trains

Painting materials

Password

Photo album

Records with classic stories

Record player

Scrabble

Scrapbook

Stationery

Tape recorder

Tinker toys

Woodworking materials

Word Roll

Your HELP, through all of this, will benefit your child's development. Do you suspect you need more HELP or guidance? Contact the reading specialist at your school. They are eager to HELP!

Name of Title I
Reading Specialist_____

Phone number of school_____